DOCUMENT RESUME

ED 037 539 VT 010 118

TITLE New Careers in Private Industry.
INSTITUTION Urban League of Greater New York, N.Y.
PUB DATE 68
NOTE 75p.; Papers presented at a conference (New York, N.Y., July 10, 1968)
AVAILABLE FROM New York Chamber of Commerce, 65 Liberty Street, New York, New York 10005 ($5.00)

EDRS PRICE EDRS Price MF-$0.50 HC-$3.85
DESCRIPTORS Business Responsibility, Conference Reports, *Counseling, *Culturally Disadvantaged, *Occupational Mobility, *Supervisory Training, Vocational Development, *Vocational Education
IDENTIFIERS New Careers, New Careers in Private Industry

ABSTRACT

The career-oriented training system discussed at the conference requires (1) visible extra benefits for the new employee beyond the guarantee of a steady job, (2) a highly developed structure of social services designed to attack the unique problems of the newly-employed disadvantaged trainee, (3) specialized training of administrators and supervisors directed toward working with the disadvantaged employee and modifying certain norms of the work environment, and (4) a career development plan including incumbent employees. Papers included in the document are: (1) "A New Careers Approach to Organizing the Training of the Hard Core" by Frank Riessman, (2) "New Concepts in Supportive Services: Direct Behavior Counseling" by Leonard P.R. Granick, and (3) case study reports on career-oriented training programs of the Chase Manhattan Bank, Consolidated Edison Company of New York, New York Telephone Company, Oxford Chemical Corporation, and Supermarket General Corporation. Appended are discussions of: (1) setting context, (2) confrontation myths, (3) confrontation models and principles, and (4) training techniques and methods. (JK)

ED037539

NEW
CAREERS
IN
PRIVATE
INDUSTRY

Papers presented at a Conference
under the auspices of
The Urban League of Greater New York, Inc.,
and
The New York Chamber of Commerce
on July 10, 1968,
in the Great Hall of the Chamber
65 Liberty Street, New York

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

VT010118

Compilation prepared by

THE NEW YORK CHAMBER OF COMMERCE, 65 Liberty Street, New York, N. Y. 10005 (212) 732-1123

NEW

CAREERS

IN

PRIVATE

INDUSTRY

Papers presented at a Conference
under the auspices of
The Urban League of Greater New York, Inc.,
and
The New York Chamber of Commerce
on July 10, 1968,
in the Great Hall of the Chamber
65 Liberty Street, New York

Conference Co-Chairmen Livingston Wingate, Executive Director of the Urban League of Greater New York, and John C. Arnell, Chairman of the Chamber's Committee on Labor Management Relations and Director of Personnel and Industrial Relations, Consolidated Edison Company of New York, Inc., confer in the Great Hall.

ED037539

CONTENTS

INTRODUCTION 1

KEYNOTE:

A New Careers Approach to Organizing the Training of the Hard Core. 3
Professor Frank Riessman
New York University

CASE STUDIES OF ON-GOING CAREER-ORIENTED TRAINING PROGRAMS:

Chase Manhattan Bank 11
Harold B. Coburn,
Vice President, Personnel

Consolidated Edison Company of New York, Inc. 15
R.B. Stevens,
Assistant to the Senior Vice President

New York Telephone Company 24
Robert Young,
General Personnel Supervisor,
Urban Affairs

Oxford Chemical Corp. 29
Nathan Mayer,
General Manager

Supermarket General Corp. 38
Fred Streit,
Vice President of Operations
Scientific Resources, Incorporated

SUPPLEMENTAL TRAINING STRATEGIES:

New Concepts in Supportive Services: 43
Direct Behavior Counselling
Leonard P.R. Granick,
Deputy Director Research
Mobilization for Youth Research Project

PROGRAM OF CONFERENCE "NEW CAREERS IN PRIVATE INDUSTRY," 10 July, 1968 71

INTRODUCTION

For the past several years business has been seeking out, recruiting and absorbing into its work force an ever-increasing number of employees drawn from the disadvantaged groups. In the forseeable future, for both social and economic reasons, it is most probable that the tempo of these activities will be intensified still further. In these efforts employers have encountered problems in two broad areas:

> ...in convincing these employees, most of whom have never before held a productive job, to remain at work and adapt to the new environment -- "the world of work."
>
> ...in obtaining full receptivity for these new employees among all levels of management as well as the incumbent employees of the hiring companies.

The career-oriented training system, discussed at a Conference held on July 10 in the Great Hall of the New York Chamber of Commerce, attacks these problems by increasing the disadvantaged employees' motivation by emphasizing specific gains and developing new forms of supportive services. Specifically, the systems approach requires:

1. Visible extra benefits for the new employee beyond the guarantee of a steady job.

2. A highly developed structure of supportive services not based on the traditional professional personnel counselling approach, but designed to attack the unique problems of the newly-employed disadvantaged trainee.

3. Specialized training for administrators, middle management, supervisors, etc., so that they can work with the disadvantaged employee and modify certain norms of the work environment.

4. An upgrading or career development plan which includes incumbent employees so that all will be benefitted, and so that the introduction and handling of the new-type employee will not be perceived as "coddling" and resented.

Sponsored by the New York Chamber of Commerce and the Urban League of Greater New York, Inc., the Conference explored the possibilities of implementing a comprehensive training system in industry; case studies; and the integration of supplementary training services into the "New Careers" model.

The proposed training system is an important vehicle for both absorbing the unskilled, unemployed, and underemployed into the work force, while at the same time providing a reservoir of manpower for business' needs for skilled, administrative, and middle management personnel.

Prof. Frank Riessman
Director, New Careers Development
Center
New York University

JOBS ARE NOT ENOUGH FOR THE HARD-CORE

Ladies and Gentlemen: I have three basic themes in my talk today: one is that jobs are not enough for the hard-core; the second is that training is not enough for supervisory staff working with the hard-core; and the third is that social conscience is not enough for industry in working with the hard-core. Needless to say I am not against jobs, training nor social conscience. They are each necessary and valuable; they are simply not sufficient for the extremely difficult task of bringing the disadvantaged into the main stream of our industrial system. I do not happen to be one of those who believe it is difficult to train and motivate poor people, I do think it will be difficult, however, if we do business as usual in the same settings, with the same norms, expectations and practices.

It is fashionable today to observe that industry's pledges to the President's JOBS program have quickly exceeded the original quotas. Apart from the fact that these pledges frequently represent inflated figures, I must call to your attention that job pledges are not jobs and that recruiting a worker for a job is not keeping him on a job and this is the fundamental problem, particularly with regard to the disadvantaged worker who has typically not been in the labor force. A favorite comment in Detroit a short time back during one of the earlier recruiting drives was that every unemployed worker in Detroit had been recruited at least twice. In essence, this little joke refers to a most serious problem: namely that there is a great turn-over among the hard-core workers and that therefore training costs are considerably higher for the industry wishing to employ them. Contrary to current mythology, the major problem is not recruitment. The issue is keeping the worker on the job; preventing the revolving door that has been characteristic of previous employment efforts in this area. Aero Jet General Corp. which started an experimental factory project in Watts reported that without advertising "over 5000 applicants walked in off the streets and signed up for jobs in a six months period." (see Wall Street Journal, 1,22.68" L.B.J.'s Job Plan: Failure Warmed Over," by James P. Gannon).

The significance of turn-over and training costs is documented brilliantly by John T. Garrity, Managing Director of the Washington Office of McKinsey and Company in a Harvard Business Review article (May-June, 1968) entitled "Red Ink for Ghetto Industries?" Based on the data available to him, he makes a number of labor turn-over cost assumptions. He estimates that turn-over of hard-core workers is 60% or half again the rate of old-line employees in typical industries; and that the training period for disadvantaged workers is twice that of employees in typical industries. Further, he notes that with the hard-core group in the first quarter of their employment, there is likely to be no effective production while during the second quarter, production per employee averages half the normal rate. Mr. Garrity makes the point that the special problems and cost involved in employing hard-core poor require more than social conscience and emotional appeals. These appeals, he states, need to be balanced by analysis of the risks and options. He clearly indicates the need for a new relationship between government and business in this endeavor.

I feel that unless serious hard analysis takes place we will have pledges without jobs and jobs without permanence. Stated more sharply, unless social conscience includes a realistic appraisal of cost, we are likely to get a window-dressing approach to the problem of the employment of the hard-core. The un-employables will be recruited and employed at least three times every year, not once or twice and we will have beautiful inflated figures embroidered by much publicity and self-praise, but with little effect on the poor and their alienation and anger.

We have a great penchant these days for assuming that jobs are the answer to riots and rebellions. We do this despite the fact that the evidence is overwhelmingly to the contrary; the National Advisory Commission on Civil Disorders reports that nearly 80% of those involved in rebellions were employed in the low status unskilled jobs to which ghetto residents are confined. In the Dept. of Labor study of the Detroit group involved in the riots, it was observed that the typical rioter has finished the 11th grade, and is employed earning about $120 per week. Kenneth Clark made a similar observation in the HARYOU Report. He found a higher relationship between unskilled work and social pathology than between unemployment and social pathology. Clark states: "apparently the roots of pathology in Central Harlem lie not primarily in unemployment but in the low status of jobs held by the residents of the community." Thus it is most clear from the HARYOU study and the National Commission report that jobs are not enough.

Well, perhaps we have amply disposed of the significance of jobs and social conscience, now what about training for the supervisory staff of the employer? Isn't it really essential that the supervisor and foreman be retrained in order to understand the new worker, to have the appropriate attitudes toward the un-employable, the minority group member? Isn't sensitivity training the heart of the matter?

I am going to suggest that unless training of the supervisory staff is accompanied by the providing of definite incentives for that supervisory staff for successful training and holding the hard-core poor, this training will have only minor relevance. If, on the other hand, the training is part of a program that provides rewards for preventing turn-over of the new workers then this training may be a decisive ingredient; in fact it may be an indispensable element for an effective program.

In other words, what I am saying is that the supervisor, manager, foreman, whoever, must see that it is to his direct benefit to successfully bring the new worker into the labor force. He cannot do this successfully simply because he receives an edict from Mr. Ford, whose social conscience enables him to understand the significance of the program; nor can he do this simply because he receives training indicating the social value of working with the poor. The foreman or supervisor will not do his job effectively with the hard-core worker just because he understands the background of this individual or because he has obtained appropriate sensitivity or attitude training. A fundamental principle of any training program is that the trainee must be motivated, must want to apply the knowledge and training he is receiving. This applies as much to the supervisor as a trainee, as it does to the worker as a trainee. The supervisor must be motivated to want to effectively train and hold the presumably un-employable worker. In part, I would suggest that this motivation must be based upon direct benefits to that supervisor. If he sees that it is to his benefit to train the worker, then he will apply the attitude training he is receiving.

"New Careers in Private Industry"

I should like now to propose the New Careers concept as a basic approach for dealing with some of the problems I have mentioned earlier. The New Careers approach is beginning to be used by a number of firms such as: Supermarket General Corporation, Oxford Chemical Corporation, General Foods, Chicago Economic Development Corporation, Rochester Jobs Inc. and numerous others. (1) These firms are beginning to adopt New Careers concepts which are receiving considerable attention from the public sector today, arose out of the experience of the private sector in World War II. It was during that period that private industry discovered that the supposedly large number of un-employable people in the society could be cut to almost nil by restructuring jobs, and providing accelerated on-the-job training. It was during that period that industry discovered what is essentially the New Careers concept; namely that workers may be hired for the simplest jobs with minimum education and without training or experience but with basic training offered immediately as part of the job. That is, the training is built-in into the work time itself.

The modern New Careers sytem has added a few features to this original package, stressing the need for visible extra benefits for the new worker beyond the guarantee of the steady job; a plant wide up-grading plan, which includes incumbent workers, so that all personnel will be benefited and making sure that the introduction of the new type of workers will not be perceived as threatening and resented by the old work force. Basic education and remedial education are recognized as decisive for career advancement.

---

(1) A number of consulting firms are also assisting these and other industries in applying the New Careers designs, among them are New Careers Systems Inc., 1050 George Street, New Brunswick, New Jersey; Scientific Resources Inc., 1191 Morris Avenue, Union, New Jersey 07083.

In essence there are two basic notions underlying the New Careers design: one is that there must be multiple benefits, real benefits for all workers, supervisors and everyone in the plant. There must be the opportunity for New Careers for all members of the staff, upgrading must be plant-wide, system wide. It is not possible to simply provide benefits to the new workers at the expense of the old workers. The latter will ask why not us? Do we have to be difficult and unmanageable before you will be responsive to us? Why up-grading opportunities for new workers but not for us? Just as we indicated earlier the supervisor will ask, why should we provide this training and extra assistance to the new workers without special benefit to ourselves. Rewards must be immediate and direct, not long run, vague and societal. The second underlying notion of New Careers is that the worker must be provided with options, the opportunity for movement, development, growth. He cannot acquire much of an option by simply learning how to do one particular job; that is why the significance of basic education is so important. The latter will enable the worker to move up, to move diagonally, to move horizontally to other jobs; it will prevent him from being locked-in and dead ended. The essence of the New Careers design is to provide the individual with options for moving up, moving to different jobs and for having the opportunity of filling the many unfilled positions that now exist at various levels in industry; or, if the worker so chooses, to acquire knowledge which will enable him to move into jobs in the public sector.

It is clear then, that we are asking industry to take on a rather major task; we are asking industry to become a manpower training resource for the society, and again let us repeat, that doing this on the basis of social conscience alone is not likely to develop a wide spread pattern. Industry must receive definite benefits, just as the workers and the supervisor receive definite benefits for cooperating in this pattern.

The Significance of Supportive Services

I've said that jobs are not enough, supervisor training is not enough, and social conscience is not enough. I propose instead a career oriented system-wide benefit-oriented package which stresses incentives, options, for all members of the system, workers, supervisors, management and owners. Let us now say that New Careers is also not enough. In order to hold the hard-core an entirely new approach to supportive services is required. It is extremely important to recognize that the new workers face a variety of new problems as a result of their changed status, both economically and socially, and their involvement in a work system and work roles which are unfamiliar to them. There are not enough professional counsellors available, adequately trained to understand the hard-core worker's style, problems of life, historic poverty, and most important, new life circumstances. Thus the training staff must develop a variety of new tactics to safeguard the worker and his development.

Development of the Group

The group itself must be developed as a major source of mutual help and reinforcement. The training staff must make every effort to build a group esprit de corps and to encourage the workers to meet informally and formally, in groups, to discuss issues related to their changed life circumstances, particularly their common problems.

Coaches, Buddies

To further support the development of the group, coaches should be utilized. The "coach" is recruited from the ranks of the workers. He acts as personal counsellor to the new worker, helping him during the initial transition period, and also helps the employer or supervisor understand and communicate with the worker. He also maintains contact with the worker after job hours. The Jobs New Program, administered by the Chicago YMCA, has used coaches with considerable success. A six month study of the effectiveness of coaches showed that the use of neighborhood nonprofessionals was a vital factor in reducing employee turnover. Turnover for employees with coaches was 18%, as compared to 72% for employees without coaches.

The union, and union counseling systems that utilize shop stewards, and union counselors drawn from the ranks, should be involved where possible.

Legal and Counseling Services

The new worker is faced with a variety of new difficulties requiring legal and counseling assistance. For instance, he is more likely to become the victim of unscrupulous salesmen, who may permit him to make inappropriate installment purchases, or borrow money he is unable to repay. While the training staff should be prepared to provide direct assistance, there is also a clear need for the incorporation of some legal services -- at least on a part-time consultive basis. These services are relevant to the garnisheering practices (of which the worker is frequently the victim), domestic issues, housing questions, and the like. To the extent possible, the training staff may acquire some of the relevant legal information, and utilize the legal consultive services largely as a back-up support. Legal assistance, of course, is also required directly in relation to court appearances required of the worker.

The training staff also need to lead discussions on various problems of consumer credit and other system know-how issues of which the worker is typically ignorant.

Training and Information Center

To promote the rapid multiplication of efficient models in private industry, I could propose that plants which want to put into effect some of the approaches outlined above have recourse to specialized training and information centers. These would operate as demonstration centers and be an integral part of selected firms cooperating with the JOBS Program. Based on the successful techniques developed by the participating company, the centers would provide technical assistance, orientation, and training materials to industry. Representatives from the companies interested in establishing similar programs would be invited to observe and participate in on-going projects in order to strengthen their own expertise and contribute new concepts to the general program.

Each Training and Information Center would serve as a field base and a nucleus for organizing industry interest. At such a center participants would:

1. Observe the program and training techniques.
2. Receive orientation and training materials including video films.
3. Participate in the program directly or by simulating special training problems they anticipate.
4. Receive accurate evaluative and economic cost data.
5. Capitalize on the expertise and advice of center specialists.

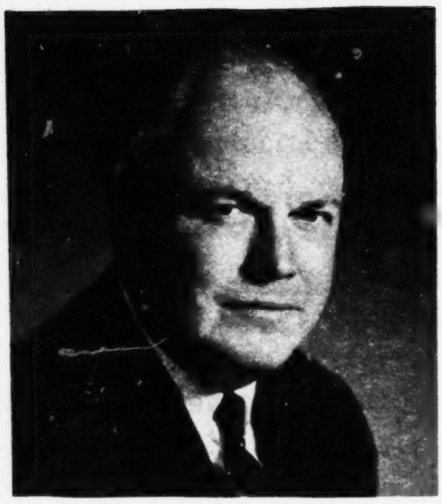
Funding

Structuring the paths to individual advancement for each worker is neither simple nor inexpensive. It requires functional job analysis, educational and skill-training components, pre-job and on-the-job orientation, and the training of specialized supportive personnel, group leaders, job, coaches, counsellors, etc. Private firms must have available government funds to set up these services.

Federal funding for firms planning to employ the hard-core poor might be modelled in some respects after the Scheuer New Careers Amendment to the Economic Opportunity Act. The amendment provides agencies with funds which contribute toward entry-level salaries, pre-requisite special training and education programs and outside technical assistance on such aspects of job development as structuring career lines, providing supportive services, and so on.

Conclusion

Jobs are not enough to hold the hard-core poor nor are they enough to prevent rebellions and riots. Aside from World War II, industry has little successful experience in training and retaining highly disadvantaged workers. A basic new approach is needed which stresses upgrading and benefits (including education) not only for the new hard-core worker but for the incumbent worker and the supervisory staff. We need New Careers and new opportunities for everyone along the line or else we will have a split plant with old workers angry at the new workers and with the supervisory staff angry at both.



Harold B. Coburn
Vice President, Personnel
Chase Manhattan Bank

DEVELOPING A BUSINESS EXPERIENCE TRAINING PROGRAM

Based on our experience at Chase Manhattan, we suggest there are two critical aspects to any undertaking of helping unqualified people qualify for employment.

First -- What is your specific objective?

Second -- Will the climate in which you undertake your program be conducive to its success?

Today almost 25% of our domestic staff are members of minority groups as against 5.5% five years ago.

Also five years ago, we launched our Business Experience Training Program, now more widely known as the BET Program. With fine cooperation from the high school authorities, we sought out a group of boys, mostly Negroes, who were last semester seniors in slum area schools with high dropout rates. We invited these young fellows to come out of the ghettos, to join us at the Bank each afternoon -- to work -- to earn -- and to learn. We told them they had part-time jobs with us as long as they remained in school -- and full-time jobs after they graduated. They soon became convinced they were really wanted and readily accepted our help in adjusting to the business world -- a world so strange to them.

The BET Program has become a way of life for us. It has been extended to include juniors and we are now trying a small group of sophomores. This spring about 100 young men were on the program.

Tell a supervisor a BET graduate is available and he eagerly accepts him, sight unseen. That is the best indication of results we can offer.

But there is one other. The school authorities tell us the example the boys set by remaining in school, maintaining their grades, with assurance of worthwhile employment, has a decided effect on others who are potential dropouts.

Know-how gained through experience with the BET boys and with the large influx of minority group people proved most valuable when George Champion, our Chairman, said last fall -- now take a group of unemployable young men and help them qualify for employment, perform effectively and earn advancement. So we embarked on our JOB Program -- Job Opportunities in Business.

Under this program we take young men in groups of 20, mostly Negroes and Spanish Americans, and mostly high school dropouts.

With the help of professional teachers, who are especially competent in remedial education, they are given six weeks of instruction under a JOB curriculum that includes effective study habits, reading, oral and written communications, computational skills, $1.60 an hour pay and, most important of all, development of faith in themselves.

For many of these boys this is the first time they have experienced the satisfaction of a successful educational achievement.

Upon satisfactory completion of the first six weeks, they begin planned training, at the regular starting salary, for entry-level positions and are provided further remedial education on Bank time. In this second phase they must convince their supervisors that, with plenty of help and patience, they can qualify for acceptance within divisional quotas. Once the position is theirs, they enter the third phase -- mastery of their assignment and additional remedial education, on Bank time, toward the target of passing the High School Equivalency Exam. For others, the target is acceptance by the American Institute of Banking, a local community college or other college.

We have learned a lot from this program and are still learning. But we are sure of one thing -- The JOB Program, now, is also a way of life for us.

We have learned that when qualified people are not available in sufficient numbers to meet our staffing needs, we must upgrade what is available. In effect -- we must grow our own.

Helping unqualified persons qualify for employment at the entry level is not the whole answer. We have only a limited number of such jobs. More important, we cannot afford to staff them with people who, without further education, will become frozen in comparatively routine, repetitive work. We must find a way to further upgrade their competence.

It is a sad fact that the need for remedial education, counseling, understanding and guidance is not confined solely to those unqualified for employment. Unfortunately, today a diploma is not necessarily indicative of a high school education. In order to upgrade many of the marginal people we must employ, an upgrading of educational achievement is a prerequisite to training for more important positions.

Many of our graduates of the BET Program and the Board of Education Work-Study Program, although holders of diplomas, need this help and are also input sources to the total effort. They too are receiving the education, on Bank time and with Bank teachers, that the JOB trainees receive while they are on the job -- after they have completed their initial six-weeks full-time training.

I referred to the establishment of a specific objective. Ours at first was to discharge the Bank's social and civic responsibility. This is still true, but in a sense the objective of meeting our staffing needs has taken precedence. One complements the other -- for in striving to fulfill them we are adding to the Bank's staff -- not Negroes, not high school dropouts, not unemployables but people - who become Chase Manhattan People.

I referred earlier to the importance of the climate within the company. It cannot be established overnight. Much time and effort is required -- many people must be involved in creating it and nurturing it. Senior management, your recruiters, employment personnel, supervisors, co-workers, skilled teachers, job trainers, coaches, and a talented dedicated program coordinator -- all must join in offering not a handout - but a hand up.

It may not seem feasible to expect that any upgrading effort can accomplish in days, weeks or months what should have been achieved by the home, the community environment, and the educational system in about 18 years. But you can try.

R.B. Stevens
Consolidated Edison Company
of New York, Inc.

A PROGRAM FOR EMPLOYING, TRAINING AND UPGRADING THE HUMAN RESOURCES OF THE MINORITY COMMUNITY.

BACKGROUND:

Although Con Edison has long practiced the principles of an Equal Opportunity Employer and has been a leader in the field of job opportunities for minorities, it became apparent in the Fall of 1967 that more could and must be done in this area.

Recognizing the plight of the urban poor and socially disadvantaged in our area, the Management of Con Edison established a three-pronged pilot program in November 1967, to employ, motivate, train and retain residents in the ghetto areas of New York City.

THE INITIAL PROGRAM:

Our original program was established entirely at Company expense and with the support and joint sponsorship of the Utility Workers Union of America Local 1-2. Duration of the program was thirteen weeks.

Basically, we established three separate and distinct programs. First a High School Drop-Out Program geared for recent High School Drop-Outs. Second, a Part-Time Employment Program to encourage students to remain in school and to give them financial assistance to do so. And finally, a College Part-Time Program to give qualified students the opportunity to seek higher education while minimizing the financial hardship to them or their families.

1. High School Drop-Out Program:

   In November, 1967, this Company voluntarily undertook a Program of recruiting and training the hardcore unemployed in our service area for permanent positions with Con Edison. We employed 99 young men and women and committed to train them up to the level of our entry job positions. The Trainees were paid $1.60 per hour for a forty hour week during the thirteen week training program and were guaranteed permanent meaningful employment with the Company upon their successful completion of the program. Our original referrals were taken from the Civil Rights Committee of the Central Labor Council of New York City and from the many Civil Rights and Poverty agencies with whom we deal. The ethnic composition of our Trainees was over 80% minority and they were placed in practically every Department of the Company. Each Trainee was given a three day indoctrination course by the Personnel and Industrial Relations Department and then transferred to the several Departments of the Company for on-the-job training. Experience has shown that we have been able to retain better than 60% of these Trainees as useful permanent employees.

2. Part-Time Training Program:

   Recognizing that financial problems are one of the primary reasons why a young man or woman drops out of High School, Con Edison also decided to establish a part-time High School Training Program in the Fall of 1967. It was our Management's conviction that if we were establishing a High School Drop-Out Program, it was equally imperative that we take some positive action to encourage students to remain in school and obtain their High School diploma.

Accordingly, we employed some 124 Trainees on a part-time basis. These individuals were allowed to work four hours a day, five days a week at $1.60 per hour. They were also given an opportunity for full time summer employment. The ethnic composition of this group was almost 83% minority. In this category, we have been able to retain approximately 55%, but it should be noted that the vast majority of resignations came at the end of May and the beginning of June when the students were facing final examinations and needed the time for studies.

3. Part-Time College Program:

The third and final aspect of our program was designed for those students who were in college and needed extra funds to go on with their education. Because of the more mature nature of these individuals, the Company employed them on a part-time basis (20 hours per week) at the beginning level of their job.

Each of these three programs led to Union Membership at wage rates consistent with our union contract. Regular part-time employees are entitled to a proportionate share in our extensive benefit program.

MA-3 PROGRAM:

With President Lyndon B. Johnson's Address to the American people on January 27, 1968, in which he stated that it is incumbent on Industrial organizations to attempt to resolve the critical dilemma of "Hard-Core Unemployment" with which the nation is presently burdened, the Consolidated Edison Company of New York, Inc. under the leadership of Mr.Charles F. Luce, Chairman of the Board, pledged to employ 300 "Hard-Core" individuals. This program developed in conjunction with our commitment to the National Alliance of Businessmen received approval for federal funding under the MA-3 program of the U.S. Department of Labor.

PURPOSE OF THE PROGRAM:

The purpose of this program is to recruit, motivate, orientate, and bring to basic entry employment requirements within a two year period 300 Hard-Core Unemployables from the ghetto areas of Metropolitan New York, especially from Harlem and Bedford-Stuyvesant.

During the course of the program, each trainee is afforded the opportunity to acquire specific work and education skills and a basic attitude toward the respectability of work.

This effort is a two-fold incentive program, namely,

A. The more quickly the trainee adapts to his job requirements, the quicker will be his entrance into the procedure for regular employment and the possibility of job progression; and,

B. Selected educational programmed materials will make it possible for each trainee to progress at a rate suitable to his own abilities.

It should be noted that, if the trainee gives evidence of having suitable job qualifications and attitudes prior to the termination of the training program, he may be graduated into the procedure leading to regular employment and eligibility to participate in the Company's extensive employee benefit programs.

Where the referrals for our original High School Drop-Out Program came primarily from the Central Labor Council of New York City, candidates for our MA-3 program had to be certified under the Department of Labor Contract by either the New York State Employment Service, M.C.D.A. or the South Bronx Concentrated Employment Center. A simplified application form was used and testing was utilized merely as a means of indicating any job preference or ability on the part of the Trainee.

THE PROGRAM:

Our MA-3 Program is divided into three distinct categories; namely, one week of orientation, 15 weeks of pre-on-the-job training and education and ten weeks of intensive on-the-job training. They are paid $1.875 hourly for a forty-hour week. Bank holidays occurring during the training period are the only paid holidays. Beginning and quitting time varies with the respective departments and the type of training.

1. Motivation and Orientation:

Prior to beginning Skills Training, each group of ten trainees participates in an orientation and motivation program of five days duration. Here the general theme is that all trainees have a unique, valuable product, their personality, skills and desires for success, which they, for their own development and maturity, have to "get across" to the Company. These methods of "proving oneself" are covered in the following topics which are developed in conferences and group discussions through example situations with constant reference to the important impact these factors have on the good public image of the Company. Discussion topics include:

1. Attitudes:
   a. Toward Self as a Worker
   b. Toward Work
   c. Toward Supervisors
   d. Toward Co-workers
2. Absence and Punctuality
3. Efficiency
4. Cooperation
5. Safety
6. Communication
7. History of Company
8. Public Image of Con Ed
9. Employee Benefits
10. Personal Appearance
11. Courtesy and Manners
12. Labor - Management Structure
13. Trainees' Previous Work Experiences

Obviously, these discussions, periods of question and answer, are carried out on an informal basis by either a member of the Edison Personnel staff or competent instructors from the Columbia University Urban Action Group.

Mid-way through the morning sessions there are films on the Con Edison departments in which trainees may work. And, in the afternoon the trainees participate in guided tours to various Company operations in order that they might see the actual jobs they will be going to -- and what is more important -- the possible positions that will be theirs if they apply themselves. These trips have high motivational value.

Company vehicles transport trainees to such places as:

- Van Nest Shops -- to see linemen's training school
- Energy Control Center -- which controls total electrical loads
- Technical Services Bureas -- to see electrical, mechanical, and electronic labs
- Astoria Shops -- to view transformer repairs, machine shops, Technical Services Bureau (testing and analysis of fluids)
- Consolidated Edison Building at 4 Irving Place -- to view various operations, i.e., data processing, computer programming, key punching, stenography, messenger, mail and filing services, etc.

The major purposes of the above field-trips is to portray the entire Consolidated Edison system and the categories of employment opportunity in which the trainees may excel.

All trips are escorted; and trained Edison personnel on hand to answer questions, and explain functioning of various machines.

In this very essential phase of the program we propose to reconcile the recruits to themselves and orient them to their work group, the total work force, and their community. The importance of the orientation week cannot be over-estimated. The success of the entire 26 week training period hinges on the effectiveness of dispelling individual suspicions, fears, and doubts of sincerity which are always present in the minds of the disadvantaged.

2. Pre-On-The-Job Training and Education:

A fifteen week period during which Trainees spend two hours a day in the classroom and the remaining six hours in skills training programs.

Pre-On-The-Job Training: (6 hours per day)

Prior to beginning their positions, an interest-inventory test is administered in an attempt to place the Trainees in the exact type of work for which they seem to be most qualified. These skills Training programs are established in those functions of the Company for which the Trainees are most suitable and which offer greatest promise of job progression commensurate with accumulated skills. Positions have been made available in at least fifteen departments of the Company allowing for both physical and clerical types of work. The ratio of male to female is approximately four to one.

This "pre-on-the-job training" is an attempt to expose Trainees to one, or more job positions where necessary in hopes of giving Trainees positions suitable to their interests and abilities. During this period the attempt is made to increase the Trainees' experiences in many work situations and to develop their skills sufficiently enough to raise them to the basic hiring-in job requirements.

If we find that we have inadvertently misplaced an individual or discover he has skills which were not apparent at the time of employment, a transfer to another Department will be arranged during this period.

EDUCATION: (2 hours per day)

Before the conclusion of our original High School Drop-Out Program, it became increasingly apparent to us that we were not doing enough merely to equip these Trainees for entry level jobs. If our Trainees were to really succeed we felt that we must give them the educational skills which would allow them to compete with our regular employees and advance up the promotional ladder. To this end, we purchased educational equipment from MIND(Method of Intellectual Development) and with the advent of our MA-3 contract decided to use it on this program.

During this fifteen week period, every Trainee receives MIND education 2 hours a day, five days a week. We aim to teach them the "Survival Skills" of education including the ability to understand and communicate in the English Language and the use of Mathematics. The ultimate aim is to teach the Trainee the 5,000 most commonly used words in the English Language and the basic math skills from the concept of what is a number to the use of decimals, fractions and percentages. This is done through the utilization of both textbooks and programmed tapes. Grade levels are raised 3-5 grades. Diplomas are awarded upon completion of 150 hours of academic training.

The Company presently has three classrooms in use. Each of them is fully equipped with programmed educational equipment, both hard-and soft-ware. The work day allows for three periods per classroom with twelve trainees in each class. The first cycle will graduate 108 trainees in mid November. At that time, another group will begin the second cycle. The Trainees are grouped according to grade level proximity by use of the Metropolitan Achievement tests - shortly, we intend to select the more advanced trainees in each class and prepare them to take the General Equivalency Development Test.

On-The-Job Training:

After successfully exploring Trainees' talents and job suitability, supervisors then expose Trainees to the third and final phase of this program, ten weeks of forty full hours of regular work routine. At this point the Trainees complete the required forms which place them in the procedure for regular employment. This phase may be considered a third probation. Trainees in the past have exhibited a real enthusiasm for the week of orientation and the fifteen weeks of education, both academic and occupational. These ten weeks allow Trainees to give evidence of skills learned and work attitudes acquired.

Upon successful completion of the twenty-six week program, the trainees receive graduation certificates and join the union. They become regular employees, eligible for full participation in the Company's employee benefits program and confident and competitive members of our progression ranks.

Throughout the entire training program a genuine effort is made to resolve individual trainees' problems, whether they be occupational or personal insofar as they affect their ability to work. Competent Edison personnel are always available to counsel trainees. In extreme cases the original referral agencies and various other community agencies are contacted for assistance.

Finally, it is this Company's desire to make these hard-core unemployables employable by teaching them a specific skill and affording them an opportunity to begin a permanent and successful working career.

To the extent that the trainees are instructed in solid work attitudes and brought to the level of reliable working abilities, so also will be the extent of their later productivity and contentment as reputable members of our working force.

Our success has justified our original contention that with proper orientation, training and counseling the socially and environmentally disadvantaged can become competent and productive members of society.

Robert Young
General Personnel Supervisor
Urban Affairs
New York Telephone Company

HIRING AND TRAINING AT

THE NEW YORK TELEPHONE COMPANY

I would like to talk briefly about what we have accomplished so far as an "equal opportunity employer" and where we are going in terms of hiring the disadvantaged.

We presently have almost 12,000 minority group employees on our payroll - approximately 15% of our employee body. All of these - plus many who have left us through normal turn-over met our normal hiring standards and are or were productive telephone people. I might add that over 400 minority group persons are in our management ranks.

In a logical extension of our past role as an equal opportunity employer we are involved in two new programs in cooperation with N.A.B.

First, we have hired over 600 needy youth as temporary employees into our Youth Jobs Program for the summer.

Second, we are making a commitment to hire, as permanent employees, approximately 500 Hard Core Unemployed into our Basic Jobs Program.

Now you might think that our Company - by virtue of the fact that we already have many minority group employees in our force - would anticipate no problem with these programs. This is not the case - and it brings me to the point I want to offer to you this morning. I think a prime consideration for any company that plans to hire Hard Core Unemployed is to gain the understanding and support of the present employees for the program. In my opinion, it is a common pitfall to over-estimate the amount of understanding, knowledge, empathy, and sympathy that the average employee has toward the problems involved in the "Urban Crisis." We too often assume they "know" and understand the situation when in reality they are quite uninformed.

If employees are to understand and support the program they will need some information and guidance. Recognizing this we have developed a one-day orientation training program for the supervisors who have the summer youth program employees reporting to them. It covers such things as:

Why the Company has such a program.

The objectives of the program.

Low income life styles.

Mythologies of racism.

Behavioral problems of youth.

Communicating with young workers.

Handling on-job problems - using the case method.

This program equips the supervisors to orient the needy youth assigned to him - so that both parties can work toward making the program successful. We did this last year with the 100 youth hired under the Mayor's Summer Youth Program and we feel it contributed to its success.

Preparing present employees for the hiring, as permanent employees, the Hard Core Unemployed is, I feel, a little different problem. I think everyone has heard a great deal about the Hard Core Unemployed and there are anxieties built up in this area.

Some of the concerns might be as follows:

Who are the Hard Core Unemployed?
What are they like? (I don't think any of us can answer that one) - they are individuals.
What jobs can they possibly do?
Will they get "special consideration?"
Will they threaten my job or my promotional possibilities?
What about me? What is the Company going to do to help me?

These are questions that must be answered if the program is going to be successful.

Recognizing this, let me tell you what we are doing to prepare ourselves for the Hard Core Unemployed:

We are starting at the top of the organization.
We are presently running a "Major Issues" Seminar for middle and upper management.
"Urban Affairs" is the subject for 1½ days. Its objectives are:

> To develop a better awareness of the problems of the disadvantaged American and their magnitude;
>
> Some of the causes of the problems;
>
> The Company's policy and commitment to relieving the problems;
>
> The feelings of the conferees about the persons and issues involved and the Company's stake in helping to find solutions.

We use audio-visuals to get a feel of the mood of the ghetto and its people. We develop data to gain a feel for the magnitude of the problem. We discuss Negro history to gain understanding of the historical development of today's situation. In small groups we work to identify problems and possible solutions. We discuss the Company's policy and programs concerning the Hard Core Unemployed.

Another aspect of this course is to look hard at our present climate regarding Negro-White employee relationships.

As I mentioned, we have almost 12,000 minority group employees now - and we know from studying the labor market and demographic trends that more and more of our employees will be drawn from the "Inner City." So far in 1968 40% of those we have hired are minority group persons.

If we are going to have 14,000 and 16,000 and 20,000 minority group employees (and we are), we thought it was high time to explore the climate that exists in our Company for the Negro or Spanish American employees. To do this, we asked four management people - who happened to be members of a minority group - to frankly answer questions put to them regarding their treatment and feelings as employees. We filmed this and we use it later in the course.

We found that our climate needs improving. We found that not unlike the findings of the Kerner Commission, we have some problems in the area of "white attitudes." We are exposing this problem so we can work toward improving our climate - we have to if we are going to operate effectively with great numbers of minority group employees.

This Seminar will inform middle and upper management of our direction and is aimed at gaining understanding and support. Soon we will begin to orient our first and second line supervisors.

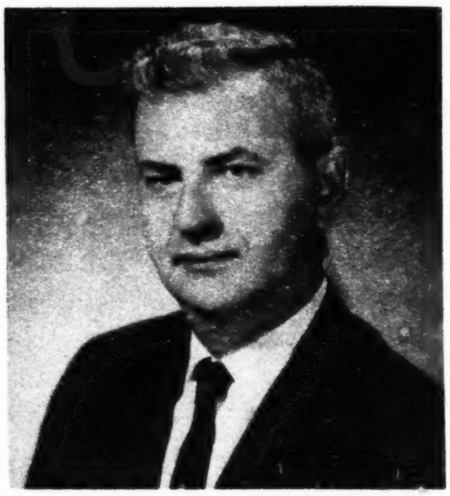
Programs have been prepared that will be similar in nature to the one I just mentioned, but will involve more case studies of handling on-job problem situations.

I want to mention one more phase of our program. At the same time that we are preparing for the Hard Core hiring program, we are vitalizing our upgrade program for present employees. New methods of identifying individuals with potential for promotion are being put into effect. Well, that gives you an idea of our approach in preparing for Hard Core employees. We think it is important to do this. Business has been asked to help solve the problems of the cities. Employment opportunity is one approach.

I think business must do everything it can do to make their efforts successful.

We have a better chance of doing this if our employees understand and support this effort.

Thank you.



Nathan Mayer
Oxford Chemicals, Inc.
New Brunswick, N.J.

INDUSTRY NEEDS THE HARD-CORE

Compared to the companies previously discussed this morning, Oxford Chemicals, Inc., is a much smaller operation, having a total of about 400 employees between itself and its affiliated companies.

Oxford's basic function is the production of decorated plastic materials such as vinyls and polyethylenes in roll form, for housewares, upholstery, handbags, and the like. As such, it operates relatively large equipment such as printing presses, laminators, embossers and extruders, all of which require teams of workers, rather than individual producers, as in the case of a machine shop.

Oxford has its main production operation in New Brunswick, N.J., a high employment area, where one must compete with Ford, General Motors, Revlon and many large corporations for new employees. It has been unionized for many years.

In terms of training the hard-core, smallness is not necessarily a disadvantage, for in such a company personnel policies can be modified easily and quickly, and the small structure offers the opportunity for experimentation in new and creative ideas. A small company is restrained however, in that it cannot support long range costly experimentation; on the contrary, personnel policies must be made to pay off rather quickly in terms of filling adequately job vacancies.

The smaller company does have one natural advantage however: it does get a substantially higher percentage of applications from the hard-core -- those who feel strongly that they cannot possibly compete in the larger companies. Thus it is no accident that, in competing for new employees in the labor market, Oxford has found that its major source is the bottom of the labor barrel -- those with little or no skill and little or no education.

Thus, our training program was economically essential to our survival.

Such applicants are more often black than not; frequently from the South where they have been driven off the farms by mechanization. Because of sporadic employment they generally are deeply in debt, and have more than their fair share of marital and health problems.

From the point of view of an employer who must contribute substantially to a welfare and medical fund, and whose employees are beset with garnishments and support orders, these workers do not present on the surface a good risk as prospective employees.

Yet it is out of these people -- with all their difficulties -- that we have created an efficient and profitable operation over the past five years.

Seventy percent of our labor force is black. Half of our supervisory force is black, and all of the supervisors came up from the ranks, both black and white.

When I first came to Oxford five years ago as its general manager, I immediately took direct control of personnel policies. My own experience in management over the years has taught me certain fundamentals in the employer-employee relationship. Thus, the basic fundamental is that an employee must be accorded complete dignity that is due him as a human being; he must have the opportunity to make a contribution; he must have the opportunity to advance, and there must be tangible recognition of his progress and contribution.

It must be observed that the foregoing is true for all other employees as well. The latter group can withstand some frustration at employer failures in these areas of recognition, but the hard-core candidate can not.

Five years ago we instituted an on-the-job training program, tailoring it to our needs and the complexities of the job. Our highest skill is that of printing. We were woefully short of competent printers, and one does not learn quickly the intricacies of a high speed press, printing a web in up to six colors at four or five hundred feet a minute.

There were many candidates, but very few qualified in terms of their general education. Mathematics is essential; the ability to read and understand complex printing orders is a must. He must know something of the chemistry of inks, and the mechanical elements of his machine. He must give direction to his crew. He must be able to gauge his material and set and vary tensions with different qualities of film and different materials. He must control his oven heats and hot air supply, regulating both the flow and temperature of the air used. He must be able to translate pounds of steam pressure into temperatures.

Thus it became apparent that opportunity and willingness were not enough. To overcome this difficulty, we started an educational program. Everyone in the plant was given the opportunity to improve his education at company expense. Arrangements were made with local schools. We agreed to pay tuition and books -- and the only requirement on the part of the employee was a passing grade.

Our first year we had a grand total of four -- and this was accomplished only by dint of great deal of pulling and hauling. Since the offer came from management, employees were looking for the gimmick.

Once the program got under way -- and the employees could learn from their peers that there were no gimmicks -- it grew substantially in four years.

I would like to detail one such case. One of our employees in the first batch was a man named Lem Wright - black, then 42, with a sixth grade education in a Southern school - which wasn't much. He was married and had three children.

He joined the training program early -- and it became apparent that he was not going to make it because of lack of education. His frustration level was rather low, and his supervisors had pretty well given up, and they recommended that he be dropped out. The union intervened, because notice had not been given on time of the intention to drop him.

Eventually it came to me via the grievance route. I listened, talked at length to Mr. Wright -- and sensed the difficulty. I offered to help him get an education so that he could qualify and continue. The union objected that this was placing a burden on him, and that I did not have the right to impose such a condition.

Mr. Wright accepted, however, and started night school -- and thus was born our education program then and there.

I should like you to consider for a moment the enormous task this man undertook. He was transferred to a night shift so he could attend school, thus carry out his responsibility to his job and family as well.

The first few months were heartbreaking. He wanted to quit a dozen times. He was terribly embarrassed to be in school at a grade lower than his own children. He found the school work difficult -- particularly after a full day's work in the plant. The personnel director, his foreman and myself literally kept him going with tutoring, with personal praise and understanding. We wouldn't let him quit.

Today, Wright is a foreman -- in printing. He is also a sophomore in college, studying engineering. He completed his grade school in one year, and got a high school equivalency certificate in one year. His rate of pay is now about $12,000 per year.

We've had a number of successes like Lem Wright -- and a number of failures as well. We have a rather large group that simply refuse to be pushed into better education, although I note now that their resistance is waning in many areas.

Once the training and educational programs came into being, it became apparent that middle management felt threatened, and thus it became important to deal with and educate middle management as well. I think it fair to say that lower management --the foreman level represents substantially a hard line of racism.

To accomplish this, we held a series of dinner meetings, at which the issues were bluntly examined. The company policy was laid down with sharp clarity; we were actively and consciously building an organization in which ability was the only criterion, and dignity the first requirements in personal relationships. The role of middle management was to teach and train, to learn human motivation and to learn how to make the basic labor policy a tool of efficient production. Discrimination was absolutely barred -- it was not just a flowery phrase in the union agreement -- it was a basic and absolute rule of management.

Ultimately, one of the top supervisors decided to test the policy by undercutting it and was promptly discharged. After that, opposition ceased.

Now, two years later, there is complete agreement with the policy in middle management. They too are participating in the educational program. Several of those in middle management have moved into the top echelon of management.

In addition to our training and educational programs, we have also instituted a plant-wide incentive system, so that the employees share in their greater productivity. This system is jointly operated by the union and management, and has resulted in greater productivity, less seconds, and substantial profit to both union members and the company.

We are now in the process of refining many of the techniques we have learned empirically -- and we are interested as well in learning the underlying theory. Thus it might be important to take one individual through the process.

Our candidate has presented himself at the employment office, and is given a relatively simple application form. We insist that he fill it out there rather than take it home: we want to know if he can read and write. He is asked his name and address, his family composition, his skills, and prior experience. Frequently the latter portion is not filled in.

The employment interview is very superficial -- deliberately so. We ask his education and prior experience as a guide to finding a place for him. He is then told what areas are open, the fact that he must join the union after 30 days, and informed about the educational, training and incentive programs.

Thus, we assume only one element: that the applicant is willing. We do not assume that he knows anything of the demands of an industrialized society -- such as getting to work on time or that he knows how to dress or prepare for his job. He may not. The simplest requirement of an alarm clock may be foreign to him. The idea that he has responsibility to his team to show up and carry his load has to be taught. He will learn these things willingly, but he must be shown, in intimate detail, how these things work and how other employees meet these issues.

If he is hired, he then reports to a trainer -- who is a union man, and always of the same ethnic group. We have found that this is important.

We have trained our trainers to understand that most trainees come to the job fully prepared to lose out; that many have been defeated a dozen times before and have no confidence in their own ability; that many hope to hold on for a few days pay, and then go elsewhere.

At any rate, the trainers at the entrance level are the most patient group I've ever encountered. They demonstrate even the most simple function time after time without losing patience, and when there is a glimmer of performance, they are instant and lavish in their praise. They constantly bolster the trainee with the warm assurance: "Don't worry, bud. You can make it. Now, let's try again."

This entrance training goes on within the framework of the daily need for production and plant operation, and thus we must limit the time spent on an individual. I must say candidly that we cannot offer all entrance level personnel the same training program because of limitations in the numbers and skill of the trainers. I am inclined to think, however, that we could achieve substantially greater success with the further development of this program. Thus I can recall one of the trainers who had a particularly difficult trainee going to the foreman at the end of the third day and saying, "I dig this cat, but I haven't gotten inside yet. He'll make it, but I need more time." He got the time and the trainee made it.

Yet we still have a substantial turnover, and it occurs basically in the month after the first two weeks. After two months of employment our turnover is slight. Thus we turned our attention to the problems of the new employee after the first few weeks.

This is the time of disaster. His creditors have found him; the garnishments start. Alternatively, as has happened a number of times, he has, after a couple of weeks, bought everything, on credit, that was denied to him for so long. He has executed wage assignments without knowing what he is signing. His marital difficulties frequently turn up with the steady pay check. His middle class aspirations to own goods and appliances overwhelm him.

Our particular community has little to offer in the way of services to such people, unfortunately, and thus I have found myself negotiating with domestic relations courts as the employer to bail out a man delinquent on his support money and thus jailed.

Similarly I have had to negotiate with creditors of employees -- and I find a particular class -- the small loans companies and the credit clothing places particularly difficult. One must understand that most of these employees have no credit standing entitling them to normal bank credit or credit at a department store. Further, many banks and department stores decline credit to Negroes as a class. Thus these employees are forced into usurious interest rates and shoddy merchandise at high prices.

Obviously, as an employer, we cannot undertake the responsibility of social services, of consumer education, and legal representation. Yet this is precisely the area where support is needed if our basic program is to succeed.

The Oxford example is not my first experience in this field. In the middle fifties, acting as consultant, I helped create a company in Newark in which practically every employee entered as a warehouse employee and was trained on the job. All the supervisors came from the ranks -- and it became a sound, viable operation. Similarly, prior to my present experience, I operated a plant in New Hampshire -- where there were no Negroes at all -- only poor, untrained and uneducated whites. I recall with particular vividness a white janitor whose great aspiration was to operate a lathe. At the age of 46, he went back to grade school to learn to read blueprints and to operate a lathe -- and a milling machine as well.

Our work at Oxford has been substantially empirical, tailor-made to our own needs. We have concerned ourselves basically with filling our needs on a pragmatic basis, and have left the theorizing to the sociologists and economists. Now, however, we are interested in deriving basic data as to the whole theory of the development of new careers for the hard core, and thus we plan a program with the Jobs group for the training of a specific number of hard core on a more scientific basis. We plan to involve the New Careers Systems Institute in a detailed study and evaluation of our methods, and we plan to use that organization in developing a model that will serve us specifically and industry generally.

Our program, to be partially financed by Federal funds will contain not only on-the-job training as before, but on-the-job education and supportive services as well. Because stipends will be included, we anticipate that we will be able to do a better job and reduce substantially the turnover rate we still encounter.

We are creating a detailed job ladder throughout the plant, in order to create a visible upward mobility, not only for those at the entrance level, but for those already in plant -- for unless they have room to grow, there will ultimately be few vacancies for the new entrants. This is, of course, sound planning for any industrial enterprise -- to plan now for its leadership at all levels tomorrow.

Thus, in printing -- our most complex skill, we propose a job ladder of five steps instead of the present three -- which should enable the person in the third or lowest position to move upwards a half step at a time rather than a full step.

While heretofore we have insisted upon a trainee undertaking a full 40 hour week, we now propose to devote part of that work-week to in-plant education, with pay. With the federal stipend this is now possible. When we were bearing the full cost, such a program was beyond our means.

The array of supportive services, to be carried out in groups, would be designed to help these people achieve the basic requirements that we in industry normally assume that all candidates for jobs have -- the ability to get to work on time -- the ability to take direction -- the ability to get along with fellow employees -- the ability to take instruction -- and the many other adjustments required to become members of the industrial society.

Obviously, there are many segments of this program for which industry is ill-equipped to handle. On-the-job education and supportive services are but two of these. Thus, expert assistance will be required in these areas, and we intend to secure such service as part of our overall program. These experts will not only furnish the services described above, but in addition, they will assist in training our middle management personnel in the techniques and theories involved, so that foremen and supervisors will be constructively involved in the entire training complex. So far we have operated on fiat -- on orders handed down by general management. We think they will do better if they have some understanding of the mechanics of motivation, of behavior training, and the rationale of the tools that are employed.

Thus we are all going to school, from top to bottom, in our corporation. To a degree we are learning another phase of our business -- the development of a sound, dynamic policy that will guarantee the continuous availability of qualified personnel at all levels.

We think this program represents sound business planning for the future, not only for ourselves, but for industry generally. The inherent talents of the unskilled and the uneducated are enormous; society and industry must recognize not only that these talents exist, but must learn the art of bringing these talents into the mainstream of society. We in industry need these people not only as producers but as consumers as well -- for our employees are your consumers, and your employees are our consumers. Industry as the major employer in this nation thus bears the major responsibility in the absorption of the hard core and the underprivileged. It is not only a social responsibility, but sound business as well.

Fred Streit
Vice President of Operations
Scientific Resources Incorporated

NEW CAREERS IN THE SUPERMARKET INDUSTRY

Frankly ladies and gentlemen, I really don't know why all of you are here today. I'm not sure why you bothered to attend a meeting on New Careers. We know, for example, that in the supermarket industry, we're always going to need cashiers, baggers, stock clerks, receiving clerks, night crew people and many other basically unskilled, entry level people. The black minority, the Puerto Rican minority, and other disadvantaged minority group members fit this role beautifully. Even when we hire out of the hard core unemployed or from this general group, they can't stay long enough to get trained to do anything else but entry level work. Let's face it. There's lots of people out there, so why even bother to come here today to talk about new careers in the supermarket industry or any other industry for that matter. On a social basis, as employers, we really don't have to do a great deal except to provide these basic low level jobs and permit this group to earn some money. Yes, it is a social problem, but economically it may not be very sound for us as employers to even consider new careers for the new hard core entry level employee.

There is a strange logic that runs as a thread through this kind of illogical thinking. It is the concept that we must do something about hiring the hard core unemployed because it is purely a social problem. However, many behavioral scientists will tell us that man acts primarily in his own self interest. Indirectly, over the long term, it is in the self interest of every businessman to do something about this problem. But how many of us act to achieve a long and perhaps, very long, term benefit? I can demonstrate to you here today, that it is in your economic self interest on a short term basis, not only to hire the hard core unemployed but also to begin advancing them along a career ladder within your organization. Let's talk dollars.

In the supermarket industry, we have found that it costs about $300 for each person who leaves your employ. However, also in an industry with a one percent net profit after taxes or two percent before taxes, it is then worth about $15,000 in sales per year to keep that new employee on the job. It is almost difficult to imagine that the profit you lose each time a store employee leaves is equivalent to what you would earn if you sold an additional $15,000 worth of merchandise within a year. In an industry where turnover in 1966 averaged 66%, can you imagine the millions upon millions of dollars being lost annually.

Setting aside economics for the moment, obviously, before we can begin to move him along a career ladder, the new employee must be convinced that the supermarket industry is a place to make a career and remain for the rest of his working life. To this end we found that the new employee orientation was a critical factor. We at Scientific Resources Incorporated in conjunction with the Super Market Institute developed a new employee orientation kit for use in the supermarket industry. Using a total systems approach, the kit is designed to orient the new employee first to his job, then to his store, to his company, to the supermarket industry, and finally to the total picture of the food industry.

Upon completion of the orientation, this new employee, be he from the hard core unemployed, the disadvantaged minority, or typical young, middle-class white American, can recognize that the supermarket and food industries are indeed places in which he can build a career. It also is apparent to him that here is an opportunity to rise beyond the possible $75 a week at which he will start.

All of us at one time or another have heard the statement, why should a person on relief or receiving welfare even bother to take a low level entry job in a supermarket at $75 per week?

If you examine it with a view only toward that entry job, then the assumption is correct. It has been our experience that a major way to break the debilitating endless cycle of welfare payments from generation to generation in the same family is to demonstrate and ultimately prove that a career opportunity can exist within your industry. A realistic career ladder which states that given training, the development of necessary skills, (whether they be formal education or remedial education of on-the-job training) and improvements in attitudes, then advancement along a career ladder is possible. In fact, in an industry that so desperately needs people, advancement along this career ladder is not only possible, but necessary for its effective expansion.

Not only must the new employee be trained. It is necessary to train his supervisors as well. They must be trained to be evaluators, to be coaches, to be counsellors, so that they can effectively teach and evaluate the progress of the new employee.

What is necessary, however, is additional training to polish and refine the instructional skills of the personnel in the company who possess the technical proficiency.

The new careers concept in itself is extremely important. But as part of a total systems approach to the employment of the disadvantaged or poverty group people, it further becomes a powerful motivating force. Thus, in borrowing a theorum in social psychology, we know that the whole is greater than the sum of all its parts. To make the new careers concept fully effective, let us briefly examine a total systems approach to the employment of the disadvantaged people.

First, secure management commitment to a program of employing the disadvantaged and implementing a new careers concept.

Second, develop an effective program of manpower planning so that you begin to anticipate the requirements for new personnel and replacement personnel within your company for a reasonable period of time.

Third, examine your recruiting practices if you are going to effectively tap this vast manpower pool.

Advertisement in newspapers are not sufficient. We find that in the black ghetto, barber shops and laundromats are excellent recruiting locales.

Fourth, take a good hard look at your selection practices. Is a High School education really required to be receiving clerk? What about the criminal record? In essence what I am saying is, "Make your selection practices relevant to the needs of the job."

Fifth, train the supervisory work force as well as the opinion makers in your plants and stores to more fully understand and appreciate the problems of the disadvantaged minority. Explain that advancement along the career ladder for this group is not a threat to current employees but rather an improvement as well, of their position.

Sixth, train the new employee in attitudes, as well as in formal remedial education skills and on-the-job training.

Seventh, train with relevancy for each step along the career ladder. Build in successes and when the new employee reaches the required level of proficiency, move him along that career ladder.

Let me emphasize one other area. The new employee does not want to be treated as somebody special. By placing him outside the normal work group and by treating him in a special fashion you are reversing what is hoped to be achieved. He wants to be part of the work force and he wants especially to have the same career opportunities as everyone else. The steps you take to develop and assist a new employee from any group is important in the life-blood of your organization. Employment of the disadvantaged unemployed and development of new careers is as important if not more so for your current employees as it is for the personnel from this new group.

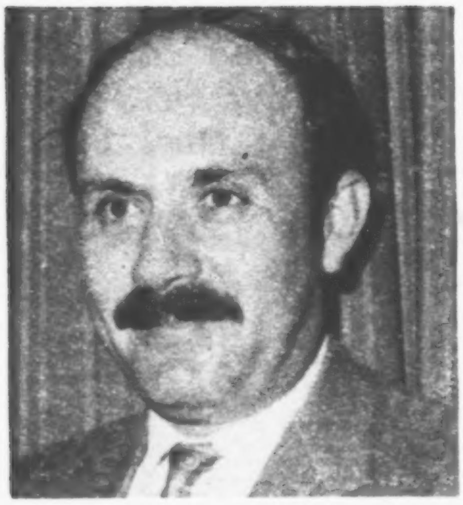
Finally, continually evaluate your program, up-date it and keep it current with job needs and job changes as they occur. Don't be training in the operation of a Model T when you're actually using a turbine car. And, as overall, continually gain the commitment and re-commitment of your management.

The Supermarkets General Corporation in Cranford, N.J., has grown in sales from approximately $10,000,000 about 10 years ago to today where it is doing $600,000,000 per year. We at SRI have worked closely with Supermarkets General for all of these years. The new careers concept has been employed within the company out of sheer necessity in order to permit this kind of growth. Both client and consultant today consider it an integral and necessary part of the functioning of the organization. We have found in using supervision to do the training, both the trainer and the trainee learn at the same time. It has often been said, to learn something yourself, teach it to someone else.

So you see then gentlemen, it is in your own economic self interest to employ a new careers concept in your company. This is fine preventive medicine, in that it will continually feed vitality into your organization. In hiring the hard core unemployed and advancing them along a well established career ladder you are actually helping yourself.

A recent editorial in the Baking Industry magazine said, "Can you imagine the impact on our industry if we started selling cake to this minority group population instead of giving them bread?"

Thank you.



Leonard P. R. Granick
Deputy Director Research
Mobilization for Youth
Research Project

NEW CONCEPTS IN SUPPORTIVE SERVICES: DIRECT BEHAVIOR COUNSELLING

Abstracts

As more and more residents of the urban ghetto are recruited for training and jobs in public agencies and private industry we have come to recognize that training alone is not enough. The trainee needs supportive services to assist him in making the transition to sustained gainful employment.

The new workers life pattern is considerably changed as a result of his changed economic situation and new status. They frequently find the work system and work roles unfamiliar, stressfull, and subsequently fail to hold on to the job.

The focus of this report is to summarize our conclusions regarding traditional vocational supportive services and to put the concepts leading to the development of a new program in supportive services called Direct Behavior Counselling.

One major assumption underlying the development of this new supportive service is the idea that for the newly trained worker trouble, stress, conflict and withdrawal tend to occur between him and his job, employer or co-workers when he finds himself with limited or constrained ability to respond to their demands, thrusts and imposed stresses. For example,

it is often observed that workers under continued pressure from production demands, supervisory criticism or co-worker competition will exhibit great tension, excessive fatigue, and proneness to immediate and seemingly unprovoked anger. Other related manifestations of unrelenting stress include lateness, absenteeism, rejection of supervisory instruction, sloppy or angry machine operation, high production waste products, fights, drinking on and off the job, and a general escalation of bad will, poor morale, and so on.

While the causes for these symptoms are more complex than is noted here and cannot be "cured" nor "treated" in industry it is possible to reduce the magnitude of these problems by Direct Behavior Counselling.

The basic idea of Direct Behavior Counselling is to expand by training, practice and simulation the range of choices in response to stress that an individual has at his disposal. The central proposition guiding the development of the counselling system is the judgement that boundries of an individual's behavior repertoire, his ability to choose how to respond to stress, need be 'stretched' so that the range between the extreme choices of conflict (fight) and withdrawal (quitting) becomes filled with options that are more appropriate to deal with the situation.

These facits of behavior are directly trainable and it is believed that individuals who have a wider lexicon of choices at their disposal are, probabilistically and judgementally less likely to get into trouble, more likely to relate positively and comfortably to their environment, feel more confident and have an improved sense of self-power and esteem.

The main emphasis of Direct Behavior Counselling is to teach the trainee or worker about "system know-how"; the work environment its informal behaviors, etc., that are part of his work world. The worker is trained to deal with various confrontation situations: how to deal with criticism, how to engage different type of co-workers, how to get positive work evaluations, and so on.

Second, we want him to understand what he's about, the 'rules of the game' and 'what the other person is responding to'. We teach principles of confrontation; how to trade-off a loss with a win, how to admit error, how to wiggle out of a situation and how not to fear losing.

Third, we want him to gradually shift from his previous techniques which have led to failure, and to think about using new techniques as well. We want him to substitute one new set of approaches for another because his are mythological in their assumed effectiveness they impede and hinder rather than help. Some of these 'false principles' include: "only he can be right", "everyone agrees with him", "no one must think he is a pushover", and the viewpoint that he can quelch an opponent with a smart verbal remark.

Fourth, we want him to be more effective personally; in his image to other people and in the effectiveness with which he conveys his wants and needs. We consequently encourage him to adopt or copy a style of behavior that improves his effective image to others. We call this style training.

The training techniques are group centered and occur in the context of a group esprit de corps. We want the individual to be able to apply what he learns in real work situations so we practice him using psychodramatic techniques including mirror reversal and simulated practice. Game theory has been used to set trainee problems for individual and group solution. The curriculum is structured so that it is suited for the training of urban ghetto residents.

We anticipate that this approach is more directly amenable to new manpower personnel recruited from the ghettoes and that the principles may be used by non-professional to train non-professionals.

NEW CONCEPTS IN SUPPORTIVE SERVICES: DIRECT BEHAVIOR COUNSELLING

I should like to begin with what I call the John Wayne Syndrome.[1] It was first observed and studied systematically in diversified group of trainees who had been followed up in the field after they had been processed through an extensive training program. The trainees had now been separated three to six months from the program and were exhibiting the Syndrome.

The John Wayne Syndrom gets its name from the false bravado exhibited by many of the trainees. It appeared mainly in those who had left jobs and were experiencing high job turnover. It was somewhat prevalent in those who were still managing to work, perhaps marginally getting along with the company.

These unemployed workers report that:

"I gave it (the job) up because it wasn't worth it". "They (the supervisor) always wanted something they weren't paying for, so everytime he came around I told em "go somewhere else", don't go making a job for yourself by watching me".

How did all of this come about? "They bug you! Don't do this or that, this way, that way. If they'd left me alone I'd probably still be there so I guess I'm glad it happened".

What happened?

"He kept getting on my nerves". "I kept glaring him down. He should have known he was picking on the wrong guy. I finally had it! I got up, straightened my tie, conned him as if I might pop him one, and casually sauntered off -- cool man, cool!"

When probed further the Syndrome is also associated with an apparent casual cynicism, coolness to work peers, an apparent general indifference, and present in individuals who have a short temper fuse.

These individuals tangentially relate to people in their immediate world; instead they are oriented toward a private world of exaggerated self images, expectancies and goals. They may primp and fuss with clothes and personal appearance, mimicking peer and film heroes. They may exhibit remarkable care of their tools and even be quite skilled as a worker.

---

[1] The term "John Wayne" is, of course, not associated with the actor. It is used figuratively to convey an image of bravado, toughness, and independence no matter what the consequences.

For one or another reason (fear, mistrust, ghetto damage, cumulative failures) they relate poorly to work peers, supervisory institutions, and are very short fused in temperment.

While many clinical and analytical approximations are possible to describe them on "deeper" levels, they may more conveniently be thought of as behaviorally inflexible, defensive, exhibiting relatively little versatility in response to work stress, supervisory stress, or in peer relationships. THEY ARE PRONE TO BEING DIFFICULT SUPERVISORY PROBLEMS ALTHOUGH THEY MAY INDEED BE TRAINABLE OR ALREADY HAVE THE REQUISITE SKILLS FOR THE JOB.

Traditional counselling has failed to make an indentation in their posture and their prognosis is that they are likely to repeat a cycle of getting jobs and losing them with equal facility.

The worker believes he's right, that he was mistreated and what he did was right. Yet he knows he lost and tries again to get a new job. It was worth it for him to leave THEN, but NOW he agrees that if he could have had his way it could have been different.

The social fact is that an investment in training, counselling, and supervisory time will not be readily redeemed by industry.

The social fact is that false pride engendered from a lack of system know-how produces another failure for the worker. It is more serious that no supportive service is addressed to helping these individuals relate better on the job by changing or challenging directly the non-adaptive behavior manifest by these workers.

As behavioral scientists, we have begun to think through the requirements of a supportive system of behavioral counselling to dispell the John Wayne failure syndrome and to develop winning behaviors on the part of the worker.

It is our belief that traditional counselling or sensitivity training strategies are basically not viable to deal with these work problems. We believe that a direct attack on the behavior exhibited by these workers is necessary. The purpose of which is to show the individual how he can accomplish his ends and not 'blow the ball game'.

One major assumption underlying the development of Behavior Counselling is the idea that trouble, stress, conflict and withdrawal occur between the employee and his job, employer, supervisor, or job peers when he finds himself in a situation with limited and constrained ability to respond to their thrusts and demands. For example, it is often observed that when under continued pressure from production demands, supervisory criticism or peer competition, employees will exhibit great tension, excessive fatigue, and proneness to immediate and seemingly unprovoked anger. Other related manifestations include lateness, absenteeism (avoidance behaviors), subversion of supervisory instruction, sloppy or angry machine operation, high production wastage, flights (indirect or direct anger), drinking on and off the job, and a general escalation of bad will, poor morale, and so on (withdrawal).

While the causes for these symptoms are more complex than are noted here and cannot be "cured" nor expected to be "treated" in industry, it is correct to say that these problems, manifest with current employees and with the new under-privileged work force gaining entry into industry, can be reduced significantly and make for a more harmoneous "living together".

It is traditional for industry to engage these problems with a view to reducing their magnitude and significance. It currently does so through its personnel units, testing devices and hiring practices. It has accepted the notion of job counselling, employer and supervisory sensitivity training, production incentives and non-absentee bonuses. These techniques are feasible because they reduce the magnitude of the problems not because they cure them.

Traditional Counselling

Counselling most typically engages the employee or trainee for the express purpose of assisting in his work adjustment. By inclination and professional training, counselling attempts to find the levers for this adjustment by establishing a friendship with him, giving practical advice, acting as a resource or referral to other services and when the opportunity arises, getting in a little 'therapy'.

When it is well done counselling helps and is useful. It is unfortunately limited in the number of people who could be served (even when group techniques are used) and it is selective in the type of employee who would be receptive. (Troublemakers don't usually benefit as much from counselling).

It is often judged to be impractical in industry because:

1. It doesn't yield immediate,visible productive gains.
2. There is typically high turnover in counselling so that there is a high wasteage factor.
3. The availability of skilled counsellors is limited.
4. It is very costly per employee unit.
5. It is future centered rather than contemporaneous.
6. It must be monitored closely so that it focuses on job-related issues and does not drift into other related but indirect areas, family, etc.

Our experience in manpower training at Mobilization for Youth also indicates the tendency for youth, especially males, to become readily disaffiliated with counselling. Oftentimes, even when the counsellor is liked, an open-door policy persued and encouragement given many (not all) trainees do not return nor even call to say hello.

Sensitivity Training

Sensitivity training starts out with a different set of assumptions. It seeks to identify for employees and employers as well, the factors that affect their attitudes and consequently their behavior toward one-another. Typically, it assumes that if one can educate, individually or in a group, the person to become aware of his attitudes toward another person, say minority-group members or bosses everyone would be more reciprocally tolerant, supportive and sympathetic, thereby reducing the likelihood of reciprocal dislike.

The typical techniques are educationally centered to produce attitudinal exposure and attitudinal change; seminars, films, and discussion groups become the main training devices. Other variations include marathon interaction sessions, forced or shared encounters, team participation, and so on.

However, attitudes are difficult to alter and it cannot always be demonstrated that a changed attitude produces a change in behavior.

Educational techniques such as seminars, have limited dramatic appeal and are often discursive and talkey. Participants generally respond to sensitivity training initially as a positive experience but, over time, question the "meaningfulness and genuiness" of the verbal interchanges.

Since this technique requires some verbal facility and is expensive and time taking it has been applied to supervisory rather than employee training.

There are few "grass-roots" techniques that may be used with new employees, "at-the-door", so-to-speak.

General Criticism of Current Approaches

Like other supportive services, counselling and sensitivity training are limited by one or another of the following basic faults.

1. Current techniques are too indirect. Rather than address the disruptive non-adaptive behavior directly, both seek to undermine its assumed roots by dealing first with personality or attitudinal structures and then with job-related problems.

2. They often fail to involve the 'hard-core' participant because 'it doesn't seem real', it's too removed or too talkey.

3. The techniques must be administered by highly trained professionals who are expensive and not readily available.

4. The results are not immediately tangible, e.g., progress cannot be seen (as in counselling) and the effects of the program are assumedly manifest much later (as in sensitivity training).

5. Lastly, they take a long time.

Behavior Counselling

No matter what the theoretical predispostion of the counsellor or trainer it has long been recognized that it is the emergent behavior that counts for success or failure.

The varieties of supportive services we currently use differ in the extent to which they seek to deal with behavior along a continuum of direct to indirect intervention.

They also vary in their primary strategies. For example, if indirect they may be analytical or problem centered in approach. If direct, they may be one form of "rational therapy" or direct confrontation. Finally, the techniques also vary from office centered sessions to simulated environments to actual on-job site interventions.

All supportive service program, behavior counselling included, are seen to have three major conceptual and practical components; their basic assumptions, the strategies they use and the implementation techniques. Placed together, in an integrated form, it comprises a program whose detailed steps may be spelled out in a curriculum and applied to meet the industries' needs.

Basic Assumptions and Guidelines

1. The basic idea of behavior counselling is to expand by training the range of behavior choices an individual has at his discretion.

The central proposition guiding the development of the system is the judgement that the boundaries of the individuals behavior repetoire, i.e., his ability to choose what response and when, need be stretched or, to state it another way, the range between the extreme choices of conflict (fight) and withdrawal (flight) for some individuals is too narrow; there are too few choices in between. Since trouble, conflict or withdrawal occurs because of imposed stress between employees, or between employees and supervisors, under conditions where there is limited or constrained ability to ward off these pressures it follows that if the individual were trained to draw upon a wider range of appropriate responses, to positively engage others, ward off provocation, the likelihood of a protracted or escalated conflict would decline.[2]

2. In developing behavior counselling we were very concerned with the question of a supportive service that is equally meaningful for all class of workers.

Our feeling was that if it will work, it will work for anyone and it should be meaningful for black or white, for a new or old worker, for an employee or supervisor.[3]

Yet, in all honesty, we had developed our impressions from observations of ghetto residents, Puerto Rican and Negro, and these experiences affect our approach.

3. We have, for ourselves, rejected the strategy of attempting to change attitudes. We prefer to deal with behavior directly. We are persuaded that workers will not readily surrender or give up their defensive postures and therefore, it is less fruitful to develop programs to dispell defensiveness.[4]

The worker, especially if he comes from the black ghetto, needs his defenses, he has experienced earlier job rejection, job failure, and unfulfilled promises. He won't give them up and there is no need for him to do so.

There are many defensive ways to survive in an unfamiliar and rejecting industrial environment which do not axiomatically lead to conflict, withdrawal, poor morale or frustration.

He needs to gain industrial system know-how, what to do to get along. Industry is a massive authoritarian, indifferent structure to him. The non-industrial worker is constantly frustrated when he expects a humanistic response and it is not forthcoming.

---

[2] Provocation on one person's part is, in itself, insufficient to produce conflict. Conflict occurs when the provocation is responded to in kind or is escalated.

[3] Modifications of the Behavior Counselling Program as it would apply to supervisory staff are not covered in this paper.

[4] The rejection of a strategy to dispell defensiveness, aside from pragmatic reasons, is also rejected because of our not having any techniques that demonstrably work, even in the long haul.

Given this impersonnal environment, he can learn what to do to get along, the rules, ways to handle situations and when to handle them. It is possible to accomodate without accepting the same values. Industrial stress is part of the system, it has less to do with individual bigotry, than to mechanistic bigotry that seeks to accomodate man to the machine, in industrial terms. There is also an overlay of racial discrimination. The two should be distinguished one-from-the-other.

Which ever he faces the new employee needs help in shaping an adaptive industrial behavior; less unconscious behavior,more planned reactions, expanded range of choice, and alternative coping devices. If things are really bad he has recourse to the union, management or he can leave. To "blow his cool, when the situation is not serious, is understandable but stupid".

Program Strategy

In putting across Behavior Counselling we attempt to achieve a blend of four central training strategies.

First, we want the individual to be able to apply what he learns in a real situation so we practice him using psychodramatic techniques including mirror reversal and simulated practice. Some practice problems we deal with include;

How to get a positive recommendation, raise or promotion.

How to deal with criticism.

How to handle different types of work-peers on the job.

How to deal with conflict.

Second, we want him to understand what he's about, the rules of the game and what the other person is responding to. We teach principles of confrontation; how to trade-off a loss with a win, how to wiggle out of a situation, how to admit error and how not to fear losing. (See Appendix D, for a listing of confrontation principles), and how to use them to his advantage.

Third, we want him to gradually shift from his previous techniques which have led to failure, and to think about using new techniques as well. We want him to substitute one set of approaches for another because his techniques have not worked to his advantage. Some of these myths if not encountered will continue to create difficulties. These false principles include: "No one must think he's a pushover", "Only he can be right", "Everyone agrees with him", and the viewpoint that he can "kill off" an opponent with a smart remark. (These myths are listed in Appendix B).

Fourth, we want him to be more effective personally,in his image to other people and in the effectiveness with which he conveys his wants and needs. We consequently encourage him to adopt a style of behavior that improves his effective image to others. He may achieve this goal by copying the behavior of role models or develop unique blends suited to his own unique personality. (Style training is covered in more detail in Appendix A).

Each of these components blend together to produce an effective tho protected worker who avoids negative confrontations, expresses his own needs and manipulates the situation for his own advantage positively as the rest of us do all the time.

Illustrations

Some illustrations of some of the principles we have been talking about might help at this point in seeing how the strategy works. An example within the overall strategy of How To Get a Positive Recommendation is a case in point.

Objective: The supervisor has to be persuaded that you are doing your job. Assuming, for the sake of the illustration, that the worker is holding his own skill-wise how does he get positive evaluations?

Strategy 1 might be for him to develop a situation whereby a co-worker praises him to the supervisor. There are many ways to accomplish this strategy. One example, is to enter into a reciprocal praise situation. Tell the co-worker how well you respect his work and get him to show you a few tricks. It feeds back to the supervisor as "He's interested, trying hard, asking for help and learning from the co-workers good instruction".

Strategy 2 might be not to rely on the co-worker and to go to the supervisor yourself. Tell him how great the co-worker is, that you learn from him, and he's helpful, showing you new things which you caught on to. The feedback return is the same, "You're trying, interested, etc." Besides you've probably made a friend of the co-worker.

Another Illustration

How To Deal With Criticism is another case in point. This behavior counselling problem is more complex and there is more than one formula that may be used for this type of training. Here's one possibility:

The worker should understand that criticism is important in order to improve his work skills and that he has a vested interest in making that criticism meaningful. He must help the supervisor get across an effective correction without feeling threatened or feeling as if he is scolded.

(The worker will in fact not feel these strains when he has a positive role to play in criticism).

There are some guidelines. First, criticism is uncomfortable for both parties. The worker can't lead the criticism, without usurping his role, but he can help make the supervisor feel more comfortable so that a 'higher level' interchange can occur.

Second, the worker's style should be compatible with this objective. His style or manner should be warm and accepting toward the supervisor, eager and interested. "Tell me what I don't know", "Is this right?", "Is that what you mean?", "Watch me again after I've had time to practice". He may even participate in some self-evaluation indicating that this habit will take shorter or longer time to work on effectively. He may even politely thank the man for his help.

The worker should understand that there are constraints as well. He may have to be cautious about asking the supervisor for too much detail at once for he may himself get threatened, panic and overescalate the criticism. He is cautioned not to engage in extensive self-criticism since this has the character of being ingratiating.

The worker, of course, always has the option of accepting or rejecting criticism. We prefer he reject later not during the interchange since it cuts off communication.

The worker assumes the responsibility together with the supervisor of maintaining a good context for criticism. If the criticism is tough, it should be reflected back to the supervisor as; "It may be for my own good but you sure were tough on me". If the criticism was weak, the worker has a choice, let it alone, pretend it was tough, ask for details.

All of this comes about through an analysis of the dynamics in this type of interchange. Training the worker in group supported situations follows and via some of the techniques described (See Appendix D) these behavior choices are simulated and molded so that they are appropriately performed on the job.

We think we have hit onto an important technique. Use it alone, in conjunction with other schemes or reconceptualize it. We like behavioral counselling because:

It deals with manifest behavior

It permits immediate detection of effectiveness

It is not alien to the ideology of most people

It makes sense

It is not difficult.

It is quickly acquired and takes slightly longer to achieve proficiency.

Appendix A

SETTING CONTEXT

Style Training

It has long been recognized by behavioral scientists that context affects the perception, effectiveness of communication and susceptibility to persuasion. Style of delivery, the person's tempo, and voice emphasis are important assists in impact training.

Style training refers to the training of the employee's response pattern or the way in which he behaves such as to improve the effectiveness of his delivery or monitoring of other people's behavior.

In two-person communication networks it is relatively easy for one person to manipulate the input of another person if he knows the rules. For example, he can force the other to repeat messages or he can side-track a conversation or he can "short-circuit" it.

Style also affects the approach-strategy of another person. "Push-overs" are approached more harshly whereas "tough-customers" are approached more indirectly and with a different degree of flexibility.

Most important is the requirement that the exercise of behavior choice should be natural and smoothly executed. Otherwise, the response pattern might appear artificial and thereby impare its effectiveness. There might also be a back wash and the trainee's loss of heart.

Consequently it is necessary to pay attention to the total behavioral package which should include the training of style: delivery, response tone, tempo, body posture, and voice quality.

Techniques for Style Training

There are several techniques which are effective in the training of style. These techniques have been used effectively, for example, by training schools for broadcasts, fashion models, and acting schools. These centers are invaluable sources of consultation, if the trainer can explain what he wants.

For more direct techniques, utilizable in group sessions, as discussion stimulators or as demonstration formats is to watch broadcasters or characters in television series or plays.

As Madison Avenue has told us repeatedly, primary identification to visual media readily occurs and characters are developed for the mass media who have these culture qualities.

As McLuhen has reminded us, T.V. is a cold medium and is insufficient in itself as an effective message.

A method that works is to copy the behavior of these culture figures. In order for the technique to work three aspects are important.

First, it is important to encourage the trainee to select someone for whom a level of identity or compatibility exists. Secondly, it is necessary to practice or mimic components of the person's behavior so that he styles what he wants to take over and integrates it into his own behavior.

Finally, under guidance, group support and critical appraisal is important in encouraging a successful behavior transplant.

Successful copying and mimicking should be viewed by the trainer in a very flexible manner. Early copying is stereotyped but later is difficult to identify as to its original source. Over time it is difficult to remember what the trainee started out with before he began to absorb.

Experience with youth is anticipated to be slightly different than with adults. Youngsters respond to copy role of music heroes and these roles are not as utilitarian in employment situations as the trainer would prefer. However, they shift to 'better' choices when they themselves sense that the "hot" impact generated by copying these role types is not very versatile.

Adults' role choices are better. Huntley and Brinkley are favorites. They have a cool style, smooth, humorous and engaging. Interestingly enough females also like their style.

Selection of copy roles is reasonably individualized and variety should be encouraged. Given enough training time individualized style profiles, as style learning sequences could be developed. The trainer is often limited to evening television personalities since the trainee can practice or watch on his own time at home.

The culture of the community is repleat with useful, appropriate and diversified role models to copy. Many different permutations are vital. It does not matter that a fat woman may select Ertha Kitt's gestures, and if the gesture is useful, the trainer himself must initiate getting the trainee to recognize this possible choice.

Tempo Control

Tempo control, to recognize McLuhen's contribution, is a central concept because it defines the "temperature of the message". The slower the tempo the cooler the message, the less chance for conflict or maintaining a conflict stance.

Even when one person's tempo is cold (slow) and the other's is hot (fast) a 'regression to a mean' occurs over time. There is intuitive pressure to escalate or involve the slower into a faster tempo while conversely the slower deescalates the faster tempo. Tempo differentials are not fully understood and need to be studied in detail.

Voice Control

Voice control is almost self-explanatory. It backs up tempo or timing and it communicates its own separate message. An actor under stress does not slur his speech, yell or otherwise distort his communication purpose. Neither should the trainee. If he is physically firm but voice weak he is less effective than if both tempo and voice were firm.

Disparity in voice-tempo creates divergent messages and introduces "too much noise in the communication signal". Whatever they are, fast-slow, firm-weak, they should be compatible, one with the other.

Appendix B

ESTABLISHING PRINCIPLES AND TRAINING REQUIREMENTS

Training Away Confrontation Myths

The term confrontation, as used here, implies a coming together of two persons. It does not imply a contesting, strain, or combatant stance on the part of either party.

There are two major issues to be accomplished. One is to dispell myths about the way confrontations occur and the second is to substitute or train in new confrontation models.

Both components are interrelated and should be concurrently trained.

The learning technique is preferably substitution rather than extinction.

Although the confrontation myths may be described in detail, for purposes of this report the major myths to be trained away are listed and described below. A careful scanning will indicate that they vary in the difficulty they pose for a trainer and that they are sometimes well integrated into the behavior of an individual. If a failing in the ability to eliminate these myths occurs further progress is not hampered. It is merely sufficient to diminish these myths if the preclude other choices or to reduce their frequency as first choice.

Confrontation Myths

Myth 1- "I'm right". Basically this myth cuts off the continued communication and tends to prevent the trainee's seeing the world through another's eyes.

Myth 2- "Anyone with sense would agree with me". This is a variation of the above myth with the exception that it requires or assumes conventional justification.

Myth 3- "Only this way will work". This myth fails to take into account the fact that all behavioral solutions are compromises and as such contain both positive and negative simultaneous results.

Myth 4- "He's the rat". Other forms are: "He started it", "He did it", "He caused the whole mess", "If it wasn't for him it never would have happened". The main issue here is the reciprocity in cause attendant within all behavioral transactions and its precluding the trainee's understanding his own involvement or complicity.

Myth 5- "No one must think I'm a pushover". Basically this myth encourages an inflexible, first line hard stance.

Myth 6- "He does it because that is the type of guy he is". This myth precludes understanding dynamics operating on other individuals and concepts of role set, role prescription, and role accomodation which reduce negative confrontation. It focuses attention on personality, an immutable (depending upon definition), rather than upon behaviors that are manipulable.

Myth 7- "A verbal kill". The idea here is that the individual believes he can 'kill' off the opposing person with a smart remark that will put him down,'dissolve him' or make him look silly. A basic objection to this myth is that as Cyrano de Bergerac discovered he later had to really kill.

Myth 8- "To be silent is to ignore". An objection to this strategy is that it requires the individual to tolerate abuse, repress anger, and appear smug. It is also a dangerous strategy because the temper of the individual is not really under control and an impulsive fight may occur.

Appendix C

CONFRONTATION MODELS AND PRINCIPLES

New Confrontation Models

In the behavioral science literature there are several major confrontation theories or strategies. To name a few: Hovland's work on persuasion, Stauffer's on role conflict, Rand on deliberation conferences and military games and Anna Freud's work on Ego Defenses.

These behavioral scientists have studied, documented and described some of the major variables manifest in confrontations and they are adaptable to our purposes in developing more diversified choices in one's behavioral repertoire.

Over time we expect to be able to elaborate these conceptualizations into an integrated, systematic behavioral training program. At present, we may begin by illustrating some of these principles.

It is important to remind the reader that we are currently dealing with some of the principles and not the situations in which they are applicable. These principles apply to many situations and after practicing the principle in simulated situations, the training shifts to application, on-the-job, among work peers or where circumstance would warrant and permit.

The principles described below are presented in technical language and in abbreviated form for a sophisticated reader: program planner, trainer, and so on. They are operationally made much simpler and presented in a language the trainee readily comprehends.

Confrontation Principles

Principle 1- "How to lose successfully". The point of this principle is to know how to fail. Failure should occur without fear, expectancy of reprisal or negative ego connotations. The trainee is also taught that there are lost battles and won wars.

Principle 2- "How to temporize (delay) a situation". The principle is to know when to withhold action or decisions, slow down events and permit time to soften or even ameliorate a situation.

Principle 3- Choice Resolution: I Response to Dilemmas. Dilemmas are basically non-resolvable directly. A main solution is to find, define and choose another alternative. Training seeks to show the trainee how to recognize a true dilemma and how to set alternatives.

Principle 4- Choice Resolution: II Selection of Alternatives. Choice of alternatives in non-dilemma situations requires, among other things, appreciation of priorities, apparent versus real goals, and short over long range goals.

Principle 5- Choice Resolution: III Capturing the Best of Both. Choice resolution training is focused on the strategy of trade-offs. The strategy of successful trade-offs requires training in the skill of how to expand opportunities and the setting of attainable supra-ordinate goals.

Principle 6- Resolution of Role Conflicts. Training is focused on role position principles and conflict resolution. It deals with compatible and non-compatible role expectancies, roles sets, supra-ordinate roles and role choice vectors.(*)

Principle 7- Informational Techniques. Training focuses on how to listen. Training also focuses on how to derive information, understanding of correlated facts,and the difference between probabilistic and possibilistic outcomes.

Principle 8- Response to Provocation. There are a number of diversified strategies which cool-off provocation - see the examples cited earlier on pages 9 and 10.

Principle 9- Resetting Goals: Strategy versus Tactics. Training focuses on the distinction between strategy (overall plans) and tactics (specific instances) and how these are orchestrated to achieve a goal.

Principle 10- Parable Techniques. This technique is a method of providing the other person with a context for his understanding his own behavior. It may be used to

---

(*) The concept of a choice vector may not be as familiar as others mentioned in this report. It refers to determinates affecting role enactment. For example, the degree of visability of the role actor affects what choice he may make as does the level and type of accountability and punishment or sanction.

encourage or undermine his position by either reinforcing setting tangential goals or divisively involving him in less effective issues. It works by telling and involving the person in a story or parable in which he or both participants are implicit characters.

Principle 11- Testing Limits, Resetting Limits and Setting Decision Rules. Training focuses on how to judge and test the limits of the person. How decision points for a change in strategy should be related to specific limit levels and how to set decision rules and work out a winning gaming strategy. For example, strategies and timing of asking and getting a wage raise, may be delineated. Some of the basic rules are evolved out of Von Neumans' work on game and decision theory.

Principle 12- Trainee Self-Generator. Training focuses on how the trainee may become autonomous. Since the trainee now understands the rules and logic of these techniques, he is able to continue independently to develop his own. He may set his own evaluation criteria and if he wants to share them with others.

Appendix D

DEVELOPING THE TRAINING SYSTEM

Techniques

Given the unusual nature of this training program it was necessary to develop new training techniques and to carefully modify some more familiar training techniques. One such new technique described below is gaming which is derived from game theory and applied in this program. Another new technique is the use of a 'strategy alter' in a psychodramatic problem simulation.

Choice of technique is contingent upon three interrelated issues: 1. The choice of problem to be trained; 2. The learning or presentation style of the trainee; and 3. The facility of the trainer. It is important to maintain a wide, flexible range of training technique choices.

Certain problems are best handled with one technique, others may be equally trained with more than one technique.

It is our experience that the training objective once assimilated by the trainer markedly reduces the problem of selection technique. Sometimes multiple techniques may have to be used to train in a specific response pattern or to encourage versatility.

If game techniques are to be used, it may require trainer-training.

Situations to be exploited for training purposes should be derived mainly from the trainee's experience. However, nuances and some forms of elaboration may require a departure from this training format.

New Techniques

Gaming Technique

Work games, strategy games and decision games all fall under the ruberic of gaming techniques.

They may be used in groups or with teams or as single person practice techniques.

One gaming series of patterns that may be used is:

Single person with fixed target

Single person with varied target

Single person and strategy alter vs. single person

Single person and group support advice vs. trainer

Group team vs. group team

Target refers to choice goals to be attained while in confrontation, e.g. asking for a new job assignment. When trainees are set up to compete against other trainees it is possible for others to watch and study the confrontation.

Games of this type may be played with various degrees of restriction, (use X technique, not Y technique), with easy or hard goals and with sophisticated (trainer) or naive opponents (other trainees).

Spontaneous sessions wherein no specific charge is given to the trainee is useful in gaining naturalism and in assessing the extent to which the previous principles have been effectively communicated and utilized.

Using an 'Alter Strategist'

Psychodrama has provided us with the concept of an alter typically used to evoke 'unconscious' pushes or to define what the protagonists are doing.

An 'alter strategist' is a valuable innovation.

An alter strategist is one who is paired with the trainee to suggest ideas, monitor judgements of effectiveness in the confrontation and to reinforce the trainee on the spot, so to speak.

In work gaming, for example, the rules of the game are set, that is, the purpose is defined as in getting a wage raise. The methods or restrictions are set down for the trainee and the boss. The rules might be that he can't threaten to quit, can't lie and pretend illness in the family, and so on. The two contestants vie to achieve these aims under these rules. The games are liked by youth and adults, and while they may be difficult they are easy to participate in.

Traditional Techniques

1. Job simulation, role playing, and related techniques. A major technique is role playing or simulation especially with role reversal. These techniques are well known and need not be described here. It is very difficult for individuals to initially view the world through someone else's perspectives. Reversal helps, but a better technique is to do shadow role playing in which the protagonist mimics the trainee.

2. Discussion stimulator in which film clips or scenes are presented, discussed and analyzed.

3. Confrontation sessions

4. Discussion groups

5. Counselling evaluation in which the trainee is studied as to whether there is any behavioral diminution of change from his pre-program behavior.

Curriculum Learning Methods

All training plans involve some implicit concepts of learning.

Reinforcement theory is now conventional and often applied indiscriminately to reinforce attitudes, non-absenteeism and non-lateness. While learning may not occur without reinforcement it is not a panacea solution. Reinforcement does not suffice to explain the learning approach used in a training plan.(*)

Where a response is to be reduced or hopefully eliminated extinction is a poor technique. Substitution strategies work better and the dominance gained through training encourages the prevalence of the new behavior over the old behavior.

The organization of materials should be intrinsically redundant or overlapped, purposefully so. (This is especially necessary with declassed groups with poor educational backgrounds). Training plans have the following format:

(*) Some learning theorists reject reinforcement concepts, Guthrie, Tolman, even Pavlov.

Observe the demonstration

Discuss or Evolve the Principle(s)

Do it!

Listen to feedback and evaluation

Do it again, practice

Apply

Practice

Practice sessions are necessary and may be done alone when not with the training group or with group observation when in a training session.

Practice with feedback and in job simulation contexts are necessary.

Application

On-site or "real" use of impact training is the last step in the training cycle. Actually application is introduced all along the training program, in private life, with friends and acquaintances and on-the-job.

It may or may not be necessary to observe the trainee depending upon the feedback he provides.

Evaluation

Evaluation presents the most difficult part of the training plan.

It is necessary to feedback results to improve the program. But the feedback should be immediate, with an independent research observer rather than a time-taking analytic research program. Once the program is more fully developed the latter research program is called for.

A central issue is the validity of the program. Validity is manifest within each session, in the reliable reports of trainees and in the question of whether these principles are 1)applied and 2)effective.

The research should also seek to set up routine devices for gauging progress and to participate in re-styling the program time-wise and screening effective concepts.

The very nature of the project poses complex research problems which are difficult to measure because of the scope of the endeavor.

Program Timing

It is preferable to distribute the training sessions rather than pack the sessions en toto into a short period of time. The trainee needs time to test, and practice before assimilation and proficiency occur.

For a beginning program we need to experiment with packaging, emphasis and timing in the staging of the program. As a start, two to three months are needed for initial curriculum development and trainer training. We estimate that 40-60 hours would be necessary distributed over a 3 month period. These parameters may be adjusted after initial field experiences.

CONFERENCE PROGRAM

"NEW CAREERS IN PRIVATE INDUSTRY"

MORNING SESSION

:30 A.M. -PLENARY SESSION: ORIENTATION TO NEW CAREERS
:15 A.M. -

Chairman: John C. Arnell
Director of Personnel & Industrial Relations
Consolidated Edison Company of New York, Inc.

Co-Chairman: Livingston Wingate, Executive Director
Urban League of Greater New York

Address: Professor Frank Riessman
Director of New Careers Development Center
New York University

"A New Careers Approach to Organizing the Training of the Hard Core"

:30 A.M. -CASE STUDIES OF ON-GOING CAREER-ORIENTED TRAINING PROGRAMS
:30 P.M. -

Moderator: John C. Arnell

Chase Manhattan Bank
Harold B. Coburn, Vice President, Personnel

Consolidated Edison Company of New York, Inc.
R.B. Stevens, Assistant to the Senior Vice President

Equitable Life Assurance Society
Lionel M. Stevens, Manager of College Employment

New York Telephone Company
Robert Young, General Personnel Supervisor, Urban Affairs

Oxford Chemical Corp.
Nathan Mayer, General Manager

Supermarket General Corp.
Fred Streit, Consultant (Scientific Resources, Inc.)

Discussion and Question and Answer Period.

AFTERNOON SESSION

2:00 P.M. - SUPPLEMENTAL TRAINING STRATEGIES
4:00 P.M. -

Moderator: Livingston Wingate

The Games Approach*: Clark Abt, President
Abt Associates

Supportive Services: Leonard P.R. Granick
Deputy Director of Research
Mobilization for Youth

STEP Program*: A. Wright Elliot, Vice President
Urban Affairs
National Association of Manufacturers

High Intensity Training*: Watson Hines, Senior Research Scientist
New Careers Training Laboratory
New York University

Discussion and Question and Answer Period.

4:00 P.M. - SYNTHESIS AND NEXT STEPS
4:30 P.M. -

Professor Frank Riessman

Plans for a Workshop Conference to Implement the Above Approaches in Specific Industries

4:30 P.M. - ADJOURNMENT

*Papers Unavailable.